Baker, C. "Regulators and Turn-taking in American Sign Language Discourse." Unpublished manuscript, University of California, Berkeley, 1975.

Baratz, J. C. "Teaching Reading in an Urban Negro School System," in Baratz, J. C. and R. W. Shuy (eds.). *Teaching Black Children to Read*, Washington, D.C., Center for Applied Linguistics, 1969, 92-116.

Bellugi, U. and Klima, E. "The Roots of Language in the Sign Talk of the Deaf." *Psychology Today*, June, 1972, 61-64, 1972, 76.

Berelter, C. and S. Engelmann. *Teaching Disadvantaged Children in the Preschool.* Englewood Cliffs, N. J.: Prentice-Hall, 1966.

Bonvillian, J. D., V. R. Charrow and K. E. Nelson. "Psycholinguistic and Educational Implications of Deafness." *Human Development*, 16, 1973, 321-345.

Brasel, K. and S. P. Quigley. *The Influence of Early Language and Communication Environments on the Development of Language in Deaf Children.* Champaign-Urbana, Illinois: Institute for Research on Exceptional Children, 1975.

Charrow, V. R. "A Psycholinguistic Analysis of 'Deaf English'." *Sign Language Studies*, 7, 1975a, 139-150.

Charrow, V. R. "Manual English—A Linguist's Viewpoint." Paper presented at the VIIth World Congress of the World Federation of the Deaf, Washington, D. C., 1975b.

Charrow, V. R. and J. D. Fletcher. "English as the Second Language of Deaf Children." *Devel. Psychol.*, 10 (4), 1974, 463-470.

Fant, L. J., Jr. "Some Preliminary Observations on the Grammar of Ameslan (American Sign Language). Unpublished paper presented at the California School for the Deaf, Berkeley, 1972.

Fischer, S. and B. Gough. "Verbs in American Sign Language." To appear in U. Bellugi and E. S. Klima (eds.) *The Signs of Language.* Cambridge, Mass.: Harvard University Press, 1975.

Furth, H. G. "Linguistic Deficiency and Thinking: Research with Deaf Subjects 1964-1969." *Psychol. Bull.*, 74, 1971, 58-72.

Furth, H. G. and J. Youniss. "A Comparison of Deaf and Hearing Subjects." *Int. J. Psychol.*, 6, 1971, 49-64.

Gustason, G., D. Pfetzing, E. Zawolkow and C. Norris. *Signing Exact English.* California: Modern Signs Press, 1972.

Marshall, W. J. A. and S. P. Quigley. "Quantitative and Qualitative Analysis of Syntactic Structure in the Written Language of Hearing Impaired Students." Champaign-Urbana, Illinois: Institute for Research on Exceptional Children, 1970.

McCall, E. A. "A Generative Grammar of Sign." Unpublished Master's thesis, University of Iowa, 1965.

Mindel, E. D. and M. Vernon. *They Grow in Silence.* Silver Spring, Maryland: National Association of the Deaf, 1971.

Moores, D. "Psycholinguistics and Deafness." *American Annals of the Deaf*, 115, 1970, 37-48.

O'Rourke, T., T. Medina, A. Thames and D. Sullivan. "National Association of the Deaf Communicative Program Skills." *Programs for the Handicapped*, April 15, 1975, 27-30.

Padden, C. and H. Markowicz. "Crossing Cultural Group Boundaries into the Deaf Community." Paper presented at the Conference on Culture and Communication, Temple University, Philadelphia, 1975.

Paget, G. and P. Gorman. *A Systematic Sign Language.* London: National Institute for the Deaf, 1969.

Quigley, S. P., N. L. Smith and R. B. Wilbur. "Comprehension of Relativized Structures by Deaf Students." *JSHR*, 17(3), 1974, 325-341.

Schein, J. D. *The Deaf Community: Studies in the Social Psychology of Deafness.* Washington, D. C.: Gallaudet College Press, 1968.

Scouten, E. L. "The Rochester Method, an Oral Multisensory Approach for Instructing Prelingual Deaf Children." *American Annals of the Deaf*, 112, 1967, 50-55.

Stokoe, W. C., Jr. "Sign Language Structures: An Outline of the Visual Communication Systems of the American Deaf." *Studies in Linguistics*, Occasional Papers 8, 1960.

Stokoe, W. C., Jr. *The Study of Sign Language.* Silver Spring, Md.: National Association of the Deaf, 1971.

Vernon, M. and S. D. Koh. "Early Manual Communication and Deaf Children's Achievement." *Amer. Ann. Deaf*, 115, 1970, 527-536.

Wampler, D. *Linguistics of Visual English: An Introduction* (booklets). Santa Rosa, California, 1971.

Washington State School for the Deaf. *An Introduction to Manual English.* Vancouver, Wash.: The Washington State School for the Deaf, 1972.

Wilbur, R. B. "The Linguistics of Manual Languages and Manual Systems." To appear in L. L. Lloyd (ed.) *Communication Assessment and Intervention Strategies.* Baltimore, Md.: University Park Press.

Wilbur, R. B. and M. L. Jones. "Some Aspects of the Acquisition of Sign Language and English by Three Hearing Children of Deaf Parents." In M. W. LaGaly, R. A. Fox and A. Bruck (eds.) *Papers from the Tenth Regional Meeting, Chicago Linguistic Society.* Chicago, Ill.: Chicago Linguistic Society, 1974.

Wilbur, R. B. and S. P. Quigley. "Syntactic Structures in the Written Language of Deaf Students." *The Volta Review*, 77(3), 1975, 194-203.

Wilbur, R. B., S. P. Quigley and D. S. Montanelli. "Conjoined Structures in the Language of Deaf Students." *JSHR*, 18(2), 1975, 319-335.

Youniss, J., H. G. Furth and B. M. Ross. "Logical Symbol Use in Deaf and Hearing Adolescents." *Develop. Psychol.*, 5, 1971, 511-517.

tip

Index to Volume XIV

Andrews, L. O. Student Teaching as a Springboard for Inservice Education, 11-19.
Ashcroft, S. C. This Issue, 59-60.
Basic Components of Instructional Programs. Wes Williams, Lou Brown and Nick Certo, 123-136.
Bell, T. H. Challenges for Inservice Vocational Education—The Commissioner's Perspective, 1-4.
Brown, Lou. Basic Components of Instructional Programs, 123-136.
Cazden, Courtney B. Hypercorrection in Test Responses, 343-346.
Censorship: Some Issues and Problems. Ken Donelson, 186-194.
Certo, Nick. Basic Components of Instructional Programs, 123-136.
Challenges for Inservice Vocational Education—The Commissioner's Perspective, 1-4.
Charrow, Veda R. The Deaf Child as a Linguistic Minority, 353-359.
Cochran, Leslie H. Inservice Education: Passive—Complacent—Reality, 5-10.
Cochran, Don. Moral Education—A Prolegomenon, 236-246.
Coleman, E. B. The Optimum List and Reading for Meaning, 195-207.
Daneke, Gregory A. Toward a Theory of Moral Instruction, 247-257.
The Deaf Child as a Linguistic Minority. Veda R. Charrow and Ronnie B. Wilbur.
DeStefano, Johanna S. and Rentel, Victor M. Language Variation: Perspectives for Teachers, 328-337.
Discovery Reading. Victor M. Rentel and Frank J. Zidonis, 166-172.
Donelson, Ken. Censorship: Some Issues and Problems, 186-194.
Education's Missing Link. Donald J. Stedman, 143-145.
Fox, Sharon E. and Zidonis, Frank. Protocols of Children's Language, 312-317.
Frantz, Nevin R. Jr. Inservice Education for Individualizing Instruction in Multioccupational Programs, 32-38.
Garnica, Olga K. How Children Learn to Talk, 299-305.
Giordano, Gerard. The Teaching of Reading—Art or Science?, 208-212.
Gorman, Anna M. and Hamilton, James B. Performance/Competency Based Inservice Teacher Education for Vocational Education, 20-26.
Gray, Kenney E. and Koble, Daniel E. Jr. The Planning Process as an Inservice Activity, 39-42.
Hamilton, James B. and Gorman, Anna M. Performance/Competency Based Inservice Teacher Education for Vocational Education, 20-26.
Handler, Philip and Lid, R. W. Radical Chic and the Liberation of the Reader, 149-155.
Heller, Harold W. Rural Special Education: A Dilemma, 137-142.
Hillocks, George Jr. Reading, Natural Learning and the Interpretation of Literature, 156-165.
How Children Learn to Talk. Olga K. Garnica, 299-305.
Hull, William L. Installing Innovations Via Inservice Education, 43-48.
Hypercorrection in Test Responses. Courtney B. Cazden, 343-346.
Inservice Education: Passive—Complacent—Reality. Leslie H. Cochran, 5-10.
Inservice Education for Individualizing Instruction in Multioccupational Programs. Nevin R. Frantz, Jr., 32-38.
Installing Innovations Via Inservice Education. William L. Hull, 43-48.
Instructional Models for the Learning Disabled. Patricia A. Morrissey and Melvyn I. Semmel, 110-122.
Janek, Nancy. Reading the Media: Unit Plans, 213-219.
Joh, Jason N. Respect for Persons, 271-278.
Jones, Philip R. and Wilkerson, William R. Preparing Special Education Administrators, 105-109.
King, Martha L. Language: Insights from Acquisition, 293-298.
Koble, Daniel E. Jr. and Gray, Kenney E. The Planning Process as an Inservice Activity, 39-42.
Lance, Wayne D. Learning Resource Systems for Special Education, 90-98.
Lange, Deborah. Moral Education and the Social Studies, 279-285.
Language and Thought. Peter Mosenthal, 306-311.
Language in Primary Classrooms. Gay S. Pinnell, 318-327.
Language: Insights from Acquisition. Martha L. King, 293-298.
Language Variation: Perspectives for Teachers. Johanna S. DeStefano and Victor M. Rentel, 328-337.
Lauderdale, William B. Moral Intentions in the History of American Educaiton, 264-270.
Learning Resource Systems for Special Education. Wayne D. Lance, 90-98.
Legal Concerns in Special Education. George A. Wilson, 69-72.
Lid, R. W. and Handler, Philip. Radical Chic and the Liberation of the Reader, 149-155.
Lilly, M. Stephen. Special Education—A Cooperative Effort, 82-89.
Linguistics in Practice: The Navajo Reading Study. Bernard Spolsky, 347-352.
Mainstreaming for the Educationally Deprived. William J. Mosley and Howard H. Spicker, 73-81.
Mertz, Maia Pank. Understanding the Adolescent Reader, 179-185.
Miller, Melvin D. A State Model for Vocational Inservice Education, 52-58.
Moral Education—A Prolegomenon. Don Cochrane, 236-246.
Moral Education and the Social Studies. Deborah Lange, 279-291.
Moral Education in Revolutionary Society. Gordon C. Ruscoe, 258-263.
Moral Education in Theory and Practice. Gerald M. Reagan, 221-223.
Moral Intentions in the History of American Education. William B. Lauderdale, 264-270.
Moral Person, The. John M. Schulte and Stanton M. Teal, 224-235.
More Process Than Is Due. Maynard C. Reynolds, 61-68.
Morrissey, Patricia A. and Semmel, Melvyn I. Instructional Models for the Learning Disabled, 110-122.
Mosenthal, Peter. Language and Thought, 306-311.
Mosley, William J. and Spicker, Howard H. Mainstreaming for the Educationally Deprived, 73-81.
Nelson, Thomas W. What is or Should Be Moral Teaching?, 286-291.

Optimum List and Reading for Meaning, The. E. B. Coleman, 195-207.
Out There or Where the Masons Went. Harold Rosen, 338-342.
Performance/Competency Based Inservice Teacher Education for Vocational Education. Anna M. Gorman and James B. Hamilton, 20-26.
Pinnell, Gay S. Language in Primary Classrooms, 318-327.
Planning Process as an Inservice Activity, The. Daniel E. Koble, Jr. and Kenney E. Gray, 39-42.
Preparing Special Education Administrators. Philip R. Jones and William R. Wilkerson, 105-109.
Problems of Females in the World of Work. Elizabeth J. Simpson, 49-51.
Protocols of Children's Language. Sharon E. Fox and Frank Zidonis, 312-317.
Questions for Administrators About Special Education. Glenn A. Vergason, F. Vinton Smith, Jr. and Kenneth E. Wyatt, 99-104.
Radical Chic and the Liberation of the Reader. R. W. Lid and Philip Handler, 149-155.
Reading, Natural Learning, and the Interpretation of Literature. George Hillocks, Jr., 156-165.
Reading the Media: Unit Plans. Nancy Janek, 213-219.
Reagan, Gerald M. Moral Education in Theory and Practice, 221-223.
Rentel, Victor M. and Zidonis, Frank J. This Issue, 147-148.
Rentel, Victor M. and Zidonis, Frank J. Discovering Reading, 166-172.
Rentel, Victor M. and DeStefano, Johanna S. Language Variation: Perspectives for Teachers, 328-337.
Respect for Persons. Jason N. Joh, 271-278.
Reynolds, Maynard C. More Process Than is Due, 61-68.
Rosen, Harold. Out There or Where the Masons Went, 338-342.
Rural Special Education: A Dilemma. Harold W. Heller, 137-142.
Russell, Earl B. Upgrading Curricula Through Change-Oriented Teachers, 27-31.
Ruscoe, Gordon C. Moral Education in Revolutionary Society, 258-263.
Schulte, John M. and Teal, Stanton M. The Moral Person, 224-235.
Semmel, Melvin I. and Morrissey, Patricia A. Instructional Models for the Learning Disabled, 110-122.
Simpson, Elizabeth J. Problems of Females in the World of Work, 49-51.
Smith, F. Vinton Jr. and Wyatt, Kenneth E. Questions for Administrators About Special Education, 99-104.
Special Education—A Cooperative Effort. M. Stephen Lilly, 82-89.
Spicker, Howard H. and Mosley, William J. Mainstreaming for the Educationally Deprived, 73-81.
Spolsky, Bernard. Linguistics in Practice: The Navajo Reading Study, 347-352.
State Model for Vocational Inservice Education, A. Melvin D. Miller, 52-58.
Stedman, Donald J. Education's Missing Link, 143-145.
Student Teaching as a Springboard for Inservice Education. L. O. Andrews, 11-19.
Teaching of Reading—Art or Science, The.?
Teal, Stanton M. and Schulte, John M. The Moral Person, 224-235.
This Issue. S. C. Ashcroft, 59-60.
This Issue. Victor M. Rentel and Frank J. Zidonis, 147-148.
Toward a Theory of Moral Instruction. Gregory A. Daneke, 247-257.
Understanding The Adolescent Reader. Maia Pank Mertz, 179-185.
Understanding the Role of the Teacher of Readers. M. Jerry Weiss, 173-178.
Upgrading Curricula Through Change-Oriented Teachers. Earl B. Russell, 27-31.
Vergason, Glenn A., Smith, F. Vinton Jr. and Wyatt, Kenneth E. Questions for Administrators About Special Education, 99-104.
Weiss, M. Jerry. Understanding the Role of the Teacher of Readers, 173-178.
What Is or Should Be Moral Teaching? Thomas W. Nelson, 286-291.
Wilbur, Ronnie B. and Charrow, Veda R. The Deaf Child as a Linguistic Minority, 353-359.
Wilkerson, William R. and Jones, Philip R. Preparing Special Education Administrators, 105-109.
Williams, Wes, Brown, Lou and Certo, Nick. Basic Components of Instructional Programs, 123-136.
Wilson, George A. Legal Concerns in Special Education, 69-72.
Wyatt, Kenneth E., Vergason, Glenn A. and Smith, F. Vinton Jr. Questions for Administrators About Special Education, 99-104.
Zidonis, Frank J. and Rentel, Victor M. This Issue, 147-148.
Zidonis, Frank J. and Rentel, Victor M. Discovering Reading, 166-172.
Zidonis, Frank J. and Fox, Sharon E. Protocols of Children's Language, 312-317.